



**Minutes—August 23, 2012**  
**2pm, Academic Affairs Conference RM 239**

**Members Present:** Mark Revels, Kirk Atkinson, Stacy Wade, Cindy Houston, Lance Hahn, Aaron Wichman, Mark Doggett, Martin Stone, Thanh Nguyen, Robyn Swanson, Beth Plummer, Jane Fife, Beverly Siegrist, Kathleen Abrahamson, Jane Olmsted, Justin Schilke (council secretary)

**Alternate Members Present:** Richard Dressler

**Members Absent:** Eve Main

**Guests Present:** Kelly Madole (interim dean), Sylvia Gaiko, Cathleen Webb, Retta Poe, Jim Berger, Bob Hatfield, Lynette Smith

- I. Election of new chair
  - a. Kirk Atkinson elected as new Graduate Council chair and assumed role of chair.
- II. Committee volunteers were requested.
  - a. Rules committee: Cynthia Houston, Mark Doggett, and Martin Stone
  - b. Research grant committee: Jane Fife, Thanh Nguyen, and Kathleen Abrahamson
  - c. Graduate Faculty committee: Robyn Swanson, Jane Olmsted, and Mark Revels
  - d. Professional Education Council representative: Stacy Wade
  - e. WKU Student Research Council: Lance Hahn
- III. Consideration of May 10, 2012, and July 12, 2012, minutes.

\*Stone/Wade move to approve, passed
- IV. New Business
  - E. Report from Graduate Dean
    - a. Madole the members; introduced herself and what she sees her role is as the interim dean; stated that she is looking ahead to the creation of a Graduate Council charter;
  - F. Proposals
    - a. Proposal to revise admission requirements for master's programs
      - i. Friendly amendment suggestions: remove GAP score requirement; remove application fee amount to prevent having to come back if changes are made; first reading of the policy
    - b. Proposal to revise Undergraduate Student Seeking Graduate Enrollment policy
      - i. Questions regarding limit of course load; friendly amendment to change 'and' to 'but'; it was raised that this policy must go to UCC first before going to Senate; add "total"; not a first reading
    - c. Proposal to revise Thesis, Specialist Project, or Dissertation policy
      - i. Concern about faculty workload; felt like WKU might be pricing students out of WKU if requiring them to maintain matriculation; increasing allowed credit isn't the problem, it's getting the faculty member to get credit for those hours; there is the issue of the students needing to register for more to be GAs; GPA inflation isn't an issue unless they take more than 6 hours
    - d. Proposal to revise Maintaining Matriculation
      - i. Every other school has a continuous enrollment policy; goal is commit to them being graduate students; Atkinson suggests sending this to the rules committee; concern about non-compliance and gamesmanship by students and faculty

G. For discussion

- a. Request to place query regarding criminal record on application
  - i. Concern was raised about discrimination based on this with several members advocating against including this on the application
- b. Change in program proposal formatting with regards to collecting admission materials
  - i. Discussion was generally in favor, but there was a concern that there is a need to consult with UCC on their proposals before anything is changed
- c. Academic dismissal for students who fall below a GPA of 3.0
  - i. How the current probation and dismissal policy is implemented was described; concern about advisee workloads because it is hard to cover in two weeks; it was suggested that GSR create a report to show incompletes that change to F to proactive contact the students; it was also suggested that GSR send letters to students with IPs to warn them of the possibility that an incomplete might get them below a 3.0 and therefore in danger of dismissal
- d. Graduate Faculty Status
  - i. History of the Graduate Faculty guideline changes were discussed by the dean, and she stated that it wasn't clear that it had gone all the way through the process because these were personnel issues and also had implementation difficulties; discussion revolved around: coupling the process with promotion/tenure; different types of status discussion; type of status awarded and how by degree; goal; implementation deadlines; comparison to promotion/tenure guidelines
- e. Graduate Assistantship policy

V. Adjournment 4:45pm

**College of Education and Behavioral Sciences  
School of Teacher Education  
Dept. of Curriculum and Instruction  
Proposal to Create a Temporary Course**

Contact Person: Terry L. Wilson, terry.wilson@wku.edu, 745-4671

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: ENVE 525
- 1.2 Course title: Educating for Sustainability
- 1.3 Abbreviated course title: Educating for Sustainability
- 1.4 Credit hours and contact hours: 3 credit hours
- 1.5 Type of course: Lecture
- 1.6 Prerequisites/corequisites: None
- 1.7 Course catalog listing: Designed for educators, the course introduces principles and practices of education for sustainability (EfS). Includes rationale, key concepts, plus tools for integrating EfS into curricula.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:

Students and employers are demanding that the education sector take action to build a vision, tools, and capabilities for a sustainable future. This challenge brings new opportunities for educators to contribute to teaching and learning that shapes a sustainable future, at all levels and across the curriculum.

This course honors the current WKU Strategic Plan, which states that “education for sustainability is a core value” and WKU should be taking steps to integrate “themes of sustainability throughout the curriculum.” The goals of the course are also correlated to the NCATE-adopted standards developed by the North American Association for Environmental Education. The course can also be included in the graduate programs of teachers who are working on the environmental education endorsement from WKU.

The course is designed to introduce teachers to core principles, pedagogies, and resources for integrating EfS into classes at all levels and across the disciplines. It will build on effective models developed elsewhere and give teachers concrete tools to help them in integrating EfS into their classes. EfS equips students with knowledge, skills, understanding, attitudes, and values compatible with a sustainable society. It goes beyond the “green” agenda to raise awareness of the complexity and dynamism of issues. It builds capacity for collaboration and creativity in problem-solving, critical reflection and systemic and futures thinking, a trans-disciplinary orientation, and motivates action for sustainability.

- 2.2 Relationship of the proposed course to courses now offered by the department:

This course will add a new focus for electives within the School of Teacher Education. It will also enhance the other courses now offered as part of the in Environmental Education (EE) Endorsement. ENVE 520, Introduction to Environmental Education, is an introduction to the field of environmental education. ENVE 580, Instructional Strategies in Environmental Education, deals with general instructional strategies in the field. This course goes beyond EE to incorporate interrelated themes of economy, society, politics, and culture and provide an inquiry-based and action learning approach. No other course in the department offers this combined focus on teaching for EfS and action teaching.

**3. Discussion of proposed course:**

- 3.1 Course objectives: As a result of this course, students will be able to:
- Explain education for sustainability (EfS) as a 21<sup>st</sup> century literacy

- Define key concepts and core competencies in EfS
- Identify effective pedagogies for and teaching tools relevant to EfS
- Explore challenges to integrating EfS in courses at any level and across the curriculum
- Develop a customized approach and portfolio of materials to integrate EfS into one or more classes or for a nonformal or informal education setting

3.2 Tentative texts and course materials:

McKeown, R. (July 2002) *UNESCO Education for Sustainable Development Toolkit, Version 2.0*, available at [www.esdtoolkit.org/](http://www.esdtoolkit.org/) (free download)

Stone, M.K. and Barlow, A. (Eds.), (2005). *Ecological Literacy: Educating Our Children for a Sustainable World*. San Francisco, CA: Sierra Club Books.

Wheeler, K.A. and Bijur, A. P. (Eds.), (2000). *Education for a Sustainable Future: A Paradigm of Hope for the 21<sup>st</sup> Century*. New York: Kluwer Academic/Plenum Publishers.

**4. Resources:**

- 4.1 Library resources: Present resources are adequate  
4.2 Computer resources: Present resources are adequate

**5. Budget implications:**

- 5.1 Proposed method of staffing: Course can be offered by current faculty  
5.2 Special equipment needed: None  
5.3 Expendable materials needed: None  
5.4 Laboratory materials needed: None

**6. Proposed term for implementation:** Fall, 2012

**7. Dates of prior approvals:**

School of Teacher Education	<u>04/06/2012</u>
CEBS	<u>4/24/2012</u>
Graduate Studies	_____
Provost	_____

**Attachment: Course Inventory Form**

Proposal Date: 04/02/12

**College of Education and Behavioral Sciences  
Department of Elementary Education  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Name Dr. Pamela Jukes    email: [pam.jukes@wku.edu](mailto:pam.jukes@wku.edu)    phone 745-4485

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ELED 445G
- 1.2 Course title: Introduction to Educational Technology
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** This course is no longer a required or elective course in the Elementary Education program; it has not been offered in over 5 years.

**3. Effect of course deletion on programs or other departments, if known:** none

**4. Proposed term for implementation:** Fall 2012

**5. Dates of prior committee approvals:**

School of Teacher Education	<u>04/06/2012</u>
CEBS Curriculum Committee	<u>06/05/2012</u>
Professional Education Council	<u>06/13/2012</u>
Graduate Council	_____
University Senate	_____
Provost	_____

**Attachment: Course Inventory Form**

**College of Education and Behavioral Sciences  
Department of Elementary Education  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Name Dr. Pamela Jukes    email: [pam.jukes@wku.edu](mailto:pam.jukes@wku.edu)    phone 745-4485

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ELED 508
- 1.2 Course title: Foundations and Organization of Early Childhood Education
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** This course is not included as a required or elective course in the new Elementary Education Teacher Leader Master's Program or the current MAE ELED program. This course has not been offered in over 5 years.

**3. Effect of course deletion on programs or other departments, if known:** none

**4. Proposed term for implementation:** Fall 2012

**5. Dates of prior committee approvals:**

School of Teacher Education	<u>04/06/2012</u>
CEBS Curriculum Committee	<u>06/05/2012</u>
Professional Education Council	<u>06/13/2012</u>
Graduate Council	_____
University Senate	_____
Provost	_____

**Attachment: Course Inventory Form**

Proposal Date: 04/02/12

**College of Education and Behavioral Sciences  
Department of Elementary Education  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Name Dr. Pamela Jukes    email: [pam.jukes@wku.edu](mailto:pam.jukes@wku.edu)    phone 745-4485

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: ELED 543
- 1.2 Course title: Interactive Teaching Skills
- 1.3 Credit hours: 3

**2. Rationale for the course deletion:** This course is not included as a required or elective course in the new Elementary Education Teacher Leader Master's Program or the current MAE ELED program. This course has not been offered in over 5 years.

**3. Effect of course deletion on programs or other departments, if known:** none

**4. Proposed term for implementation:** Fall 2012

**5. Dates of prior committee approvals:**

School of Teacher Education	<u>04/06/2012</u>
CEBS Curriculum Committee	<u>06/05/2012</u>
Professional Education Council	<u>06/13/2012</u>
Graduate Council	_____
University Senate	_____
Provost	_____

**Attachment: Course Inventory Form**

**Proposal Date: 3/26/2012**

**College of Education and Behavioral Sciences  
Educational Leadership Doctoral (EdD) Program  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Tony Norman, [tony.norman@wku.edu](mailto:tony.norman@wku.edu), 745-3061

**1. Identification of course:**

- 1.1 Current course prefix (subject area) and number: EDLD 799
- 1.2 Course title: Dissertation Research
- 1.3 Credit hours: 1-8, Repeatable

**2. Revise course title: NA**

- 2.1 Current course title:
- 2.2 Proposed course title:
- 2.3 Proposed abbreviated title:
- 2.4 Rationale for revision of course title:

**3. Revise course number: NA**

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

**4. Revise course prerequisites/corequisites/special requirements:**

- 4.1 Current prerequisites: Admission to candidacy in Cooperative Doctoral Program in Educational Administration
- 4.2 Proposed prerequisites: Admission to candidacy in Educational Leadership Doctoral Program
- 4.3 Rationale for revision of course prerequisites: New wording reflects that the course is now associated with WKU's Educational Leadership Doctoral Program versus the expiring Cooperative Doctoral Program in Educational Administration.
- 4.4 Effect on completion of major/minor sequence: None.

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing: Prerequisites: Admission to candidacy in Cooperative Doctoral Program in Educational Administration. Research undertaken to complete requirements for Doctor of Education in Educational Administration.
- 5.2 Proposed course catalog listing: Admission to candidacy in Educational Leadership Doctoral Program. Research undertaken to complete requirements for Doctor of Education in Educational Leadership.
- 5.3 Rationale for revision of course catalog listing: New wording reflects that the course is now associated with WKU's Educational Leadership Doctoral Program versus the expiring Cooperative Doctoral Program in Educational Administration.

**6. Revise course credit hours: NA**

- 6.1 Current course credit hours:
- 6.2 Proposed course credit hours:
- 6.3 Rationale for revision of course credit hours:

**7. Proposed term for implementation: Spring 2013**

**8. Dates of prior committee approvals:**

EDD Leadership Council

4/03/2012



Educational Administration, Leadership, & Research	<u>4/10/2012</u>
CEBS Curriculum Committee	<u>5/01/2012</u>
Professional Education Council	<u>5/09/2012</u>
Graduate Council	_____
University Senate	_____
Provost	_____

**Attachment: Course Inventory Form**

**College of Education and Behavioral Sciences  
School of Teacher Education  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Sherry Powers, [sherry.powers@wku.edu](mailto:sherry.powers@wku.edu), 745-5414, or Janet Applin, [janet.applin@wku.edu](mailto:janet.applin@wku.edu), 745-6105

**1. Identification of program:**

- 1.1 Current program reference number: (various); the revised policy will apply to students in all undergraduate and graduate programs leading to initial teacher certification.
- 1.2 Current program title: (various); the revised policy will apply to students in all undergraduate and graduate programs leading to initial teacher certification.
- 1.3 Credit hours: varies by program.

**2. Identification of the proposed program changes:**

- Increases grade point average requirements for admission to teacher education as approved by Kentucky's Education Professional Standards Board.
- Specifies testing requirement changes approved by Kentucky's Education Professional Standards Board for all teacher education candidates.

**3. Detailed program description:**

Current Policy	Proposed Policy
<p>Admission to professional education requires that the student:</p> <ol style="list-style-type: none"> <li>1. File an application for admission to professional education.</li> <li>2. File a statement indicating no convictions or pending charges on a felony or a sexual misconduct misdemeanor.</li> <li>3. Submit documentation of a completed physical exam, TB test, and thumbprint criminal background check, all dated within one year prior to admission to teacher education.</li> <li>4. Submit an appropriate photograph for the teacher admission file.</li> <li>5. File a statement indicating a commitment to uphold the Professional Code of Ethics for Kentucky School Personnel.</li> <li>6. Complete teacher admission standardized testing requirement for demonstration of basic skills by satisfying the indicated cut-off score(s) for one of the following: <ul style="list-style-type: none"> <li>• The Enhanced American College Test (ACT) with a minimum composite score of 21</li> <li>• The Scholastic Aptitude Test (SAT) with a minimum composite score of 1500</li> <li>• The Pre-Professional Skills Test (PPST) with minimums of 173 in Mathematics, 173 in Reading, and 172 in Writing</li> <li>• The Graduate Record Exam (GRE) with a minimum Verbal + Quantitative total of</li> </ul> </li> </ol>	<p>Admission to professional education requires that the student:</p> <ol style="list-style-type: none"> <li>1. File an application for admission to professional education.</li> <li>2. File a statement indicating no convictions or pending charges on a felony or a sexual misconduct misdemeanor.</li> <li>3. Submit documentation of a completed physical exam, TB test <b>or assessment</b>, and thumbprint criminal background check, all dated within one year prior to admission to teacher education.</li> <li>4. Submit an appropriate photograph for the teacher admission file.</li> <li>5. File a statement indicating a commitment to uphold the Professional Code of Ethics for Kentucky School Personnel.</li> <li>6. Complete teacher admission standardized testing requirements for demonstration of basic skills by satisfying the indicated cut-off score(s) for one of the following <ul style="list-style-type: none"> <li>• The Pre-Professional Skills Test (PPST) with minimums of <b>174</b> in Mathematics, <b>176</b> in Reading, and <b>174</b> in Writing</li> <li>• The Graduate Record Exam (GRE) with a minimum <b>150</b> Verbal, <b>143</b> Quantitative, and an Analytical Writing score of at least <b>4.0</b></li> </ul> </li> </ol>

<p>800 and an Analytical Writing score of at least 3.5, or a minimum GAP score (undergraduate GPA multiplied by GRE V+Q) of 2200 and an Analytical Writing score of at least 3.5</p> <p><b>Required of undergraduate students</b> (in addition to the requirements for all students):</p> <ol style="list-style-type: none"> <li>1. Attend a Teacher Education Admissions Orientation session.</li> <li>2. Achieve the required minimum GPA of 2.5 overall.</li> <li>3. Demonstrate proficiency in oral communication by attaining a minimum grade of “C” in COMM 145 or 161 (or approved equivalent course).</li> <li>4. Demonstrate proficiency in written communication by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 (or approved equivalent courses), with neither grade lower than a “C” (English credit earned with an Advanced Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be accepted as equivalent to a “B”).</li> <li>5. Obtain three favorable faculty recommendations.</li> <li>6. If not on iCAP, submit a copy of an approved written degree program for a program leading to initial certification.</li> </ol> <p><b>Required of applicants seeking a second baccalaureate degree or certification-only for initial certification</b> (in addition to the requirements for all students):</p> <ol style="list-style-type: none"> <li>1. Document a minimum overall GPA of at least 2.5 (counting all course work completed at the time of admission to teacher education), or a minimum GPA of at least 3.0 in the last 60 hours.</li> <li>2. Demonstrate proficiency in oral communication, either by attaining a minimum grade of “C” in COMM 145 or 161 (or approved equivalent course); OR by documenting a minimum undergraduate degree GPA of at least 2.5.</li> <li>3. Demonstrate proficiency in written communication, either by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 (or approved equivalent courses), with neither grade lower than a “c” (English credit earned with an Advanced Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be</li> </ol>	<p><b>Required of undergraduate students</b> (in addition to the requirements for all students)</p> <ol style="list-style-type: none"> <li>1. Attend a Teacher Education Admissions Orientation session.</li> <li>2. Achieve the required minimum GPA of <b>2.75</b> overall.</li> <li>3. Demonstrate proficiency in oral communication by attaining a minimum grade of “C” in COMM 145 or 161 (or</li> <li>4. Demonstrate proficiency in written communication by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 (or approved equivalent courses), with neither grade lower than a "C" (English credit earned with an Advanced Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be accepted as equivalent to a “B”).</li> <li>5. Obtain three favorable faculty recommendations <b>from instructors of designated courses</b>.</li> <li>6. If not on iCAP, submit a copy of an approved written degree program for a program leading to initial certification.</li> <li>7. Submit an appropriate photograph for the teacher admissions file.</li> </ol> <p><b>Required of applicants seeking a second baccalaureate degree or certification-only for initial certification</b> (in addition to the requirements for all students):</p> <ol style="list-style-type: none"> <li>1. Document a minimum overall GPA of at least <b>2.75</b> (counting all course work completed at the time of admission to teacher education), or a minimum GPA of at least 3.0 in the last <b>30</b> hours.</li> <li>2. Demonstrate proficiency in oral communication, either by attaining a minimum grade of “C” in COMM 145 or 161 (or approved equivalent course); OR by documenting a minimum undergraduate degree GPA of at least <b>2.75</b>.</li> <li>3. Demonstrate proficiency in written communication, either by attaining a GPA of at least 2.5 in ENG 100 and ENG 300 (or approved equivalent courses), with neither grade lower than a “C” (English credit earned with an Advanced</li> </ol>
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<p>accepted as equivalent to a “B”); OR by documenting a minimum undergraduate degree GPA of at least 2.5.</p> <ol style="list-style-type: none"> <li>Obtain three favorable faculty recommendations.</li> <li>Submit a copy of an approved written degree program or certification-only program for a program leading to initial certification.</li> </ol> <p><b>Required of graduate students seeking initial certification</b> (in addition to the requirements for all students):</p> <ol style="list-style-type: none"> <li>Document a minimum overall GPA of at least 2.5 (counting all course work completed at the time of admission to professional education), or a minimum GPA of at least 3.0 in the last 60 hours.</li> <li>Submit a copy of an approved program of studies (Form B/C) for a program leading to initial certification.</li> </ol>	<p>Placement score of 3 or higher, ACT English score of 29, SAT Verbal score of 620, or CLEP proficiency will be accepted as equivalent to a “B”); OR by documenting a minimum undergraduate degree GPA of at least <b>2.75</b>.</p> <ol style="list-style-type: none"> <li>Obtain three favorable faculty recommendations.</li> <li>Submit a copy of an approved written degree program or certification-only program for a program leading to initial certification.</li> </ol> <p><b>Required of graduate students seeking initial certification</b> (in addition to the requirements for all students):</p> <ol style="list-style-type: none"> <li>Document a minimum overall GPA of at least <b>2.75</b> (counting all course work completed at the time of admission to professional education), or a minimum GPA of at least 3.0 in the last <b>30</b> hours <b>including undergraduate and graduate coursework</b>.</li> <li>Submit a copy of an approved program of studies (Form B/C) for a program leading to initial certification.</li> </ol>
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**4. Rationale for the proposed program change:**

- The proposed policy revision is needed to bring WKU’s requirements into alignment with a new state regulation regarding GPA and testing requirement changes required by Kentucky’s Education Professional Standards Board.
- As this policy applies only to students seeking formal admission to professional education, it will not affect other policies related to students’ academic programs. The proposed policy is expected to facilitate the professional education admission process for students in the various categories.

**5. Proposed term for implementation:** The proposed policy will apply to all students who apply for admission to professional education beginning September 1, 2012 and thereafter.

**6. Dates of prior committee approvals:**

School of Teacher Education	<u>05/25/2012</u>
CEBS Curriculum Committee	<u>06/05/2012</u>
Professional Education Council	<u>06/13/2012</u>
Undergraduate Curriculum Committee	_____
Graduate Council	_____
University Senate	_____
Provost	_____

**College of Education and Behavior Sciences  
Department of Educational Administration, Leadership and Research  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Jim Berger, 5-3892, jim.berger@wku.edu

**1. Identification of program:**

- 1.1 Current program reference number: 098
- 1.2 Current program title: Specialist in Education: School Administration
- 1.3 Credit hours: Minimum of 36 hours

**2. Identification of the proposed program changes:**

- **Modify admission criteria to reflect new GRE scores and WKU Graduate Studies and Research Admission Criteria**

**3. Detailed program description:**

<b>Current Program</b>	<b>Proposed Program</b>
<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at <a href="http://www.wku.edu/ealr">http://www.wku.edu/ealr</a>.</p> <p>The Specialist in Education Degree in School Administration is an advanced professional degree involving a minimum of 36 semester hours of study beyond the master's degree. The degree is designed primarily for those planning to enter the school principalship or other administrative/supervisory positions.</p>	<p>The most current program information (e.g., admission requirements, required curriculum, etc.) may be found on the departmental website at <a href="http://www.wku.edu/ealr">http://www.wku.edu/ealr</a>.</p> <p>The Specialist in Education Degree in School Administration is an advanced professional degree involving a minimum of 36 semester hours of study beyond the master's degree. The degree is designed primarily for those planning to enter the school principalship or other administrative/supervisory positions.</p>
<p><b>Admission Requirements</b></p> <ul style="list-style-type: none"> <li>1. A master's degree from an accredited college or university with a minimum GPA of 3.5 from graduate work at the master's degree level;</li> <li>2. A minimum score of 850 on the GRE, score in the 50th percentile or higher on the MAT, or a 646 Communication and 643 General Knowledge for the NTE;</li> <li>3. A Graduate Studies and Research Application for Admission (Form A), along with a copy of current and valid teaching certificate;</li> <li>4. Three recommendation letters from graduate faculty and/or professional associates; Educational Administration, Leadership, &amp; Research application forms for programmatic admission; and</li> <li>5. A departmental review.</li> </ul>	<p><b>Admission Requirements</b></p> <ul style="list-style-type: none"> <li>1. A master's degree from an accredited college or university with a minimum GPA of 3.5 from graduate work at the master's degree level;</li> <li>2. <b>Minimum scores of 148 Verbal and 148 Quantitative on the GRE and an overall GAP score of 605 ((Verbal + Quantitative) + (GPA * 100)),</b> a score in the 50th percentile or higher on the MAT, or a 646 Communication and 643 General Knowledge for the NTE;</li> <li>3. A Graduate Studies and Research Application for Admission (Form A), along with a copy of current and valid teaching certificate;</li> <li>4. Three recommendation letters from graduate faculty and/or professional associates; Educational Administration, Leadership, &amp; Research application forms for programmatic admission; and</li> <li>5. A departmental review.</li> </ul>
<p><b>Degree Requirements</b></p> <ul style="list-style-type: none"> <li>1. A minimum of thirty-six (36) semester hours of graduate credit in a planned program beyond the master's degree,</li> <li>2. A minimum of twelve (12) semester hours must be</li> </ul>	<p><b>Degree Requirements</b></p> <ul style="list-style-type: none"> <li>1. A minimum of thirty-six (36) semester hours of graduate credit in a planned program beyond the master's degree,</li> <li>2. A minimum of twelve (12) semester hours must be</li> </ul>

<p>full-time residence credit,  3. A minimum of nine (9) semester hours of residence credit must be completed before admission to candidacy and a minimum fifteen (15) semester hours of credit after admission to candidacy.  4. Candidates may transfer a maximum of six (6) semester hours, approved by the student's advisory committee, from an institution with an accredited advanced graduate program in educational administration. At least twenty-one (21) semester hours must be in courses numbered 500 or above. Minimum full-time residence requirements may be met through two semesters, or a semester and a summer, or two summers.</p> <p><b>Specialist Project</b></p> <p>The specialist project is considered to be an integral part of the specialist program.</p> <ol style="list-style-type: none"> <li>1. The student must enroll for six (6) hours of credit in EDAD 699.</li> <li>2. The project shall be planned with reference to the student's field of specialization and professional goals.</li> <li>3. The project may take the form of a field project, a creative study, or a more formal research study. Regardless of the form of the project, the study shall culminate in a written scholarly project.</li> <li>4. This project must be approved by the student's graduate committee and by Graduate Studies and Research.</li> <li>5. Copies of the written project will be bound and retained by the University Library.</li> <li>6. Candidates must follow the guidelines of the Educational Administration, Leadership and Research Department.</li> <li>7. The project must conform to APA Style and university guidelines.</li> <li>8. The time limit for the completion of all requirements for the specialist degree is six years from the date of first registration in the Specialist in Education Degree Program.</li> <li>9. A student cannot be formally admitted to the Specialist in Education Degree program until all admission requirements are met.</li> </ol>	<p>full-time residence credit,  3. A minimum of nine (9) semester hours of residence credit must be completed before admission to candidacy and a minimum of fifteen (15) semester hours of credit after admission to candidacy.  4. Candidates may transfer a maximum of six (6) semester hours, approved by the student's advisory committee, from an institution with an accredited advanced graduate program in educational administration. At least twenty-one (21) semester hours must be in courses numbered 500 or above. Minimum full-time residence requirements may be met through two semesters, or a semester and a summer, or two summers.</p> <p><b>Specialist Project</b></p> <p>The specialist project is considered to be an integral part of the specialist program.</p> <ol style="list-style-type: none"> <li>1. The student must enroll for six (6) hours of credit in EDAD 699.</li> <li>2. The project shall be planned with reference to the student's field of specialization and professional goals.</li> <li>3. The project may take the form of a field project, a creative study, or a more formal research study. Regardless of the form of the project, the study shall culminate in a written scholarly project.</li> <li>4. This project must be approved by the student's graduate committee and by Graduate Studies and Research.</li> <li>5. Copies of the written project will be bound and retained by the University Library.</li> <li>6. Candidates must follow the guidelines of the Educational Administration, Leadership and Research Department.</li> <li>7. The project must conform to APA Style and university guidelines.</li> <li>8. The time limit for the completion of all requirements for the specialist degree is six years from the date of first registration in the Specialist in Education Degree Program.</li> <li>9. A student cannot be formally admitted to the Specialist in Education Degree program until all admission requirements are met.</li> </ol>
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**4. Rationale for the proposed program change:**

- The GRE changed, effective August 1, 2011, to a new scoring system. The changes in the minimum GRE scores for the Specialist Degree in School Administration were designed to reflect the new scores and the modifications being made to the GAP score from Graduate Studies and Research.

**5. Proposed term for implementation and special provisions (if applicable):** Fall, 2013

**6. Dates of prior committee approvals:**

EALR Department/Division:	<u>4/24/2012</u>
CEBS Curriculum Committee	<u>6/5/2012</u>
PEC Curriculum Committee	<u>6/13/2012</u>
Graduate Council	_____
University Senate	_____
Provost	_____

**Ogden College of Science and Engineering  
Department of Chemistry  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Cathleen Webb, Cathleen.webb@wku.edu

**1. Identification of program:**

- 1.1 Current program reference number: # 059
- 1.2 Current program title: Master of Science in Chemistry
- 1.3 Credit hours: 30 plus 3 credit hours of research tool

**2. Identification of the proposed program changes:**

- [1]. Add Research Intensive Thesis Concentration (33 credit hours)
  - a. 9 hours: one subject courses (500-level) and two elective course
  - b. 6 credits CHEM 599: Thesis Writing
  - c. 10 credits CHEM 596: Practicum Research Experience in Chemistry
  - d. 3 credits CHEM 588: Research Proposal
  - e. 3 credits CHEM 595: Scientific Writing in Chemistry
  - f. 2 credits CHEM 598: Seminar
- [2]. Add CHEM 450G and CHEM 535 to subject courses
- [3]. Add a new course CHEM 595- Scientific Writing in Chemistry (1-6 hrs)
- [4]. Add a new course CHEM 588-Research Proposal
- [5]. Revise CHEM 569
  - a. Title "Internship in Chemistry I" to "Internship in Chemistry"
- [6]. Delete CHEM 589 Internship in Chemistry II
- [7]. Revise CHEM 596
  - a. Title: "Cooperative Research I" to "Practicum Research Experience in Chemistry"
  - b. Credit hours: 11 hours to 1-10 variable
- [8]. Revise CHEM 597
  - a. Title: "Cooperative Research II" to "Cooperative Research"
  - b. Credit hours: 11 hours to 1-10 variable
- [9]. Revise CHEM 599 and CHEM 580
  - a. Revise course catalog listing
- [10]. Revise "Option" to "Concentration"

**3. Detailed program description:**

Current program Description	Proposed program description
<p><b>Admission Requirements</b> In addition to Graduate Studies admission requirements, candidates for admission to this program must submit evidence of satisfactory completion of undergraduate curricula in chemistry. The Master of Science degree program in Chemistry has been designed around a core curriculum. In addition, a number of elective courses are offered in analytical, inorganic, and physical chemistry and in biochemistry. This program also offers options in Coal Chemistry, Biochemistry, and Teacher education.</p> <p><b>Degree Requirements-Minimum of 30 hours</b> All candidates are required to complete a minimum of 30 semester hours of graduate work, including 24 semester hours of course work and 6 hours of thesis research. Students who have completed 3 core courses at</p>	<p><b>Admission Requirements</b> In addition to Graduate Studies admission requirements, candidates for admission to this program must submit evidence of satisfactory completion of undergraduate curricula in chemistry. The Master of Science degree program in Chemistry has been designed around a core curriculum. In addition, a number of elective courses are offered in analytical, inorganic, and physical chemistry, and in biochemistry. This program offers a Master of Science in chemistry in Normal Thesis, and <b>Research Intensive Thesis</b> concentrations.</p> <p><b>Degree Requirements-Minimum of 30 hours</b> <b>General requirements</b> <b>All candidates</b> are required to complete a minimum of 30 semester hours of graduate work. <b>Normal Thesis Concentration</b></p>



<p>the 500-level with a B average may elect to take CHEM 516 as part of the 24-hour course work requirement.</p> <p><i>Required Core-12 hours</i> Students must complete 4 out of 5 core area requirements, and at least two of the core courses must be at the 500-level: CHEM 435G Analytical Chemistry OR CHEM 531 Advanced Analytical Chemistry CHEM 446G Biochemistry OR CHEM 562 Advanced Biochemistry CHEM 420G Inorganic Chemistry OR CHEM 520 Advanced Inorganic Chemistry I CHEM 440G Organic Synthesis OR CHEM 541 Advanced Organic Chemistry II CHEM 452G Physical Chemistry OR CHEM 550 Advanced Physical Chemistry I</p> <p><i>Investigation Course-3 hours</i> CHEM 580 Chemical Skills The student must review the current chemical literature, prepare a written report, and prepare a laboratory research proposal appropriate for an MS degree in chemistry. The student must then present a well-documented plan of laboratory research that could be used to gather the data needed to support hypotheses offered in his/her research proposal. The student must also defend this plan in a formal meeting of his/her MS committee.</p> <p><i>Required Seminar_2 hours</i> CHEM 598 Graduate Seminar requirements are to be satisfied according to the current departmental policy.</p> <p><i>Thesis_6 hours</i> CHEM 599 requirements are to be satisfied by preparing two comprehensive literature reviews on topics chosen by the three (or more) members of the student's graduate committee. Each of these comprehensive literature reviews should be the equivalent of at least the introduction to an MS thesis. At least one of the reviews must be appropriate for publication in a major journal in one of the six areas of chemistry offered by the department. Both reviews must be written in the style and format (ACS Style Guide) required by the department and University graduate study committees.</p> <p>The six-hour thesis research requirements (CHEM 599) may be replaced by a cooperative research project (CHEM 596) conducted at a cooperating industrial or governmental laboratory.</p> <p><i>Electives</i> Elective course work may be selected from among the core courses or other appropriate chemistry courses.</p>	<p>Students are required to complete 24 semester hours of course work and 6 hours of thesis research. Students who have completed 3 subject courses at the 500-level with a B average may elect to take CHEM 516 as part of the 24-hour course work requirement.</p> <p><i>Required -12 hours</i> Students must complete 4 out of 5 subject area requirements, and at least two of the courses must be at the 500-level: CHEM 435G Analytical Chemistry OR CHEM 531 Advanced Analytical Chemistry CHEM 446G Biochemistry <b>OR CHEM 535 Analytical Biochemistry</b> OR CHEM 562 Advanced Biochemistry CHEM 420G Inorganic Chemistry OR CHEM 520 Advanced Inorganic Chemistry I CHEM 440G Organic Synthesis OR CHEM 541 Advanced Organic Chemistry II CHEM 452G Physical Chemistry <b>OR CHEM 450G Physical Chemistry</b> OR CHEM 550 Advanced Physical Chemistry I</p> <p><i>Investigation Course-3 hours</i> CHEM 580 Chemical Skills The student must review the current chemical literature on a selected topic approved by the course instructor, and prepare a written report.</p> <p><i>Required Seminar-2 hours</i> CHEM 598 Graduate Seminar requirements are to be satisfied according to the current departmental policy.</p> <p><i>Thesis-6 hours</i> <b>CHEM 599 requirements are to be satisfied by preparing a thesis on the project chosen by the student and approved by the members of the student's graduate committee. Theses are to be prepared in accordance with the specifications established by the Office of Graduate Studies and Research. A thesis grade will be given after the final thesis has been approved by the student's graduate committee and the Department head.</b></p> <p><i>Electives</i> Elective course work may be selected from among the content courses or other advisor approved chemistry courses.</p>
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<p><b>Coal Chemistry Option Requirements</b> Core Requirements plus CHEM 490G Materials Chemistry CHEM 591 Coal Chemistry Laboratory</p> <p><b>Biochemistry Option Requirements</b> Core Requirements plus CHEM 446G Biochemistry CHEM 447G Biochemistry Laboratory CHEM 467G Biochemistry II</p> <p><b>Teacher Option Requirements</b> Students must complete at least one course in four of the six areas of chemistry offered by the department and at least two of the four courses must be at the 500-level. The courses which may be used to satisfy this requirement are: CHEM 435G Analytical Chemistry OR CHEM 531 Advanced Analytical Chemistry CHEM 446G Biochemistry OR CHEM 562 Advanced Biochemistry CHEM 420G Inorganic Chemistry OR CHEM 520 Advanced Inorganic Chemistry I CHEM 440G Organic Synthesis OR CHEM 541 Advanced Organic Chemistry II CHEM 452G Physical Chemistry OR CHEM 550 Advanced Physical Chemistry I CHEM 446G/447G and CHEM 490G/591 No more than 12 of the required 30 hours of graduate work in chemistry can be at the 400G-level. Other chemistry courses are as follows: CHEM 430G Forensic Chemistry CHEM 467G Biochemistry II CHEM 450G Physical Chemistry I CHEM 475G Advanced Topics in Chemistry CHEM 516 Investigations in Chemistry (maximum of 3 credit hours) Additional Requirements for the Teacher Option 1. Each student must complete at least 7 courses in the above lists. 2. All students must complete 3 hours of CHEM 580 (which counts for the research tool and does not count toward the 30-hour requirement), 2 hours of CHEM 598, and 6 hours of CHEM 599 or 596.</p>	<p><u>Normal Thesis Concentration - Coal Chemistry Option</u> Normal Thesis Requirements with the following courses must be incorporated in the concentration requirements: CHEM 490G Materials Chemistry CHEM 591 Coal Chemistry Laboratory</p> <p><u>Normal Thesis Concentration - Biochemistry Option</u> Normal Thesis Requirements with the following courses must be incorporated in the concentration requirements: CHEM 446G Biochemistry CHEM 447G Biochemistry Laboratory CHEM 467G Biochemistry II CHEM 535 Analytical Biochemistry CHEM 562 Advanced Biochemistry</p> <p><b>Research Intensive Thesis Concentration</b>  Candidates are required to complete 33 semester hours of graduate work, including 17 hours of course work and 16 hours of research-related graduate work.  Candidates must apply to the Department Graduate Committee in order to be considered for this concentration. As part of the concentration application, they must select a research advisor and meet with the committee to demonstrate they understand the requirements for this concentration. The Committee must consider factors such as previous research experience of the student, publication record of the student, and the research advisor's publication record when determining if the student can pursue this concentration. The student and advisor must submit a progress report to the Committee by the end of the second semester. If the committee determines there is insufficient progress towards research and publication, the student will be moved to the normal thesis concentration. A student in the Research Intensive Thesis concentration may also opt to pursue the Normal Thesis option at the end of the first or second semester after consulting with their research advisor.  A student moving to a normal thesis option within the first or second semester should be able to complete the requirements for the normal thesis option within the normal two year period. A student who wishes to move to the normal option in the second year of graduate study must get permission from the Graduate Committee and will probably require an additional semester of coursework to complete the degree.  <i>Required -3 hours</i> Students must complete one of the following 500-level courses: CHEM 520 Advanced Inorganic Chemistry CHEM 531 Advanced Analytical Chemistry CHEM 535 Analytical Biochemistry</p>
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	<p>CHEM 541 Advanced Organic Chemistry II  CHEM 550 Advanced Physical Chemistry I  CHEM 562 Advanced Biochemistry</p> <p><i>Required Seminar-2 hours</i>  CHEM 598 Graduate Seminar requirements are to be satisfied according to the current departmental policy.</p> <p><i>Thesis-6 hours</i>  <b>CHEM 599 requirements are to be satisfied by preparing a thesis on the project chosen by the student and approved by the members of the student's graduate committee. Theses are to be prepared in accordance with the specifications established by the Office of Graduate Studies and Research. A thesis grade will be given after the final thesis has been approved by the student's graduate committee and the Department head.</b> Students in the Research Intensive Thesis concentration may opt to use their published papers as chapters in their thesis.</p> <p><i>Electives-3 hours</i>  Only one elective course work may be selected from the subject courses or other appropriate chemistry courses approved by the student's graduate committee.</p> <p><i>Research Proposal-3 hours</i>  CHEM 588 requires students to prepare a research proposal which must be presented to and approved by the student's research committee and one member of the Department Graduate Committee.</p> <p><i>Practicum Research Experience in Chemistry -10 hours</i>  CHEM 596 requirements are to be satisfied by conducting a research project under the direction of the student's research advisor. This course provides faculty-mentored research experiences and emphasizes skill based training for students. Bridging the gap between academic study and professional development, this course will help students to develop and enhance problem solving and communication skills. This course emphasizes mastery of advanced technical skills, independent of thesis research.</p> <p><i>Scientific Writing in Chemistry-6 hours</i>  CHEM 595 requires students to prepare and submit two manuscripts based on their research to peer-reviewed journals under the guidance of the student's research committee. At least one paper must be accepted to receive credit and graduate.</p>
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#### 4. Rationale for the proposed program change:

##### 4.1 Addition of Research Intensive Concentration

The Department of Chemistry proposes a new concentration - Research Intensive Thesis concentration for its current M.S. program. The addition of this concentration is in keeping with the increased emphasis on the

research mission of WKU and will substantially improve the competitiveness of our graduates for the highest quality Ph.D. programs and academic careers. The objective of this concentration is to provide intensive and high quality skills-based training and development of professional writing skills by focusing on practical research training. Additionally, students will be required to have one peer-reviewed article accepted prior to graduation (this is the primary requirement of Chem 595, a new course). In our discipline, students who have one or more publications are the most competitive and sought after candidates by Ph.D. programs.

Corresponding to this addition: Chem 569, Chem 596 and Chem 597 are revised.

#### 4.2 Adding Chem 450G to subject courses:

Currently 452G is a subject course. 450G and 452G are two (independent) parts of a one-year sequence on physical chemistry. In one course, the emphasis is on quantum mechanics and molecular structure, while in the other course, the emphasis is on thermodynamics and kinetics. Depending on their interests, graduate students may take one or both semesters to satisfy our physical chemistry coursework in our graduate program. There is no significant course overlap; students who choose to take both courses will not be taught with repeated material.

#### 4.3 Adding Chem 535 (Analytical Biochemistry) to subject courses:

Analytical Biochemistry plays an indispensable role in modern biochemistry and biology. Without the ability to detect and to determine the composition of a complex, multi-component sample, advances in the biological and biochemical sciences would be much less remarkable. This is the only course relating analytical techniques toward understanding the biology of the living systems in the Department of Chemistry.

#### 4.4 Revise Chem 599

The revision of the catalogue listing of this course reflects the current practice. All students choosing the Thesis concentration are writing a thesis based on their research and give defense on their theses.

#### 4.5 Revise “Option” to “Concentration”

This change is to keep the description consistent. Currently, the word “option” is used, but sometimes “concentration” (for example, in form B/C) is also used for students selecting different options/concentrations of a program.

### 5. **Proposed term for implementation and special provisions (if applicable):**

2012 Fall

### 6. **Dates of prior committee approvals:**

Department of Chemistry \_\_\_\_\_ 4/19/2012

OCSE Curriculum Committee \_\_\_\_\_ 4/27/2012

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

Provost \_\_\_\_\_

Proposal Date: November 3, 2010

**College of Health and Human Services  
School of Nursing  
Proposal to Delete a Certificate Program  
(Consent Item)**

Contact Person: Beverly Siegrist   Beverly.siegrist@wku.edu   745-3490

**1. Identification of program:**

- 1.1 Program reference number: 212
- 1.2 Program title: Certificate in Complementary Health Care
- 1.3 Credit hours: 9

**2. Rationale for the program deletion:** No students are currently enrolled in the certificate and only one student has completed the certificate since it was approved.

**3. Effect on current students or other departments, if known:** none

**4. Proposed term for implementation:** Spring 2013

**5. Dates of prior committee approvals:**

MSN Committee	<u>11/5/2010</u>
CHHS Graduate Curriculum Committee	<u>8/27/12</u>
Graduate Council	_____
University Senate	_____
Provost	_____

**Attachment: Program Inventory Form**

Proposal Date: August 16, 2012

**College of Health and Human Services  
Department of Allied Health  
Proposal to Delete a Course  
(Consent Item)**

Contact Person: Harvey Wallmann

Program Director, Doctor of Physical Therapy Program  
harvey.wallmann@wku.edu 745-4070

**1. Identification of course:**

- 1.1 Current course prefix and number: DPT 755
- 1.2 Course title: Supervised Clinical Education V
- 1.3 Credit hours: 4

**2. Rationale for the course deletion:** Hours are being revised in multiple Clinical Education courses; thus this clinical course is no longer needed.

**3. Effect of course deletion on programs or other departments, if known:** None

**4. Proposed term for implementation:** Summer 2013

**5. Dates of prior committee approvals:**

Allied Health Department/Division: 08-16-2012

CHHS Graduate Curriculum Committee 08/27/12

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

Provost \_\_\_\_\_

**Attachment: Course Inventory Form**

Proposal Date: August 16, 2012

**College of Health and Human Services  
Department of Allied Health  
Proposal to Revise Course Catalog Listing  
(Consent Item)**

Contact Person: Harvey Wallmann

Program Director, Doctor of Physical Therapy Program  
harvey.wallmann@wku.edu 745-4070

**1. Identification of course:**

- 1.1 Course prefix and number: DPT 752
- 1.2 Course title: Supervised Clinical Education II
- 1.3 Credit hours: 5

**2. Current course catalog listing:**

This full-time second clinical education experience (7 weeks) provides students additional opportunities for experiential learning and further development of clinical competence.

**3. Proposed course catalog listing:**

This full-time second clinical education experience provides students additional opportunities for experiential learning and further development of clinical competence. Students are responsible for transportation to and from off-campus experiences.

**4. Rationale for revision of the course catalog listing:**

Remove length of time from catalog listing to allow slight modification, should the need arise.

**5. Proposed term for implementation: Summer 2013**

**6. Dates of prior committee approvals:**

Allied Health Department/Division: 08/16/2012

CHHS Graduate Curriculum Committee 08/27/12

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

Provost \_\_\_\_\_

**Attachment: Course Inventory Form**

**College of Health and Human Services  
Department of Allied Health  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Harvey Wallmann

Program Director, Doctor of Physical Therapy Program  
harvey.wallmann@wku.edu 745-4070

- 1. Identification of course:**
  - 1.1 Current course prefix and number: DPT 751
  - 1.2 Course title: Supervised Clinical Education I
  - 1.3 Credit hours: 6
- 2. Revise course title: N/A**
  - 2.1 Current course title:
  - 2.2 Proposed course title:
  - 2.3 Proposed abbreviated title:
  - 2.4 Rationale for revision of course title:
- 3. Revise course number: N/A**
  - 3.1 Current course number:
  - 3.2 Proposed course number:
  - 3.3 Rationale for revision of course number:
- 4. Revise course prerequisites/corequisites/special requirements: N/A**
  - 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
  - 4.2 Proposed prerequisites/corequisites/special requirements:
  - 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
  - 4.4 Effect on completion of major/minor sequence:
- 5. Revise course catalog listing:**
  - 5.1 Current course catalog listing:  
This full-time first clinical education experience (8 weeks) provides students the opportunity to actively engage in experiential learning and develop introductory clinical competence.
  - 5.2 Proposed course catalog listing:  
This full-time first clinical education experience provides students the opportunity to actively engage in experiential learning and develop introductory clinical competence. Students are responsible for transportation to and from off-campus experiences.
  - 5.3 Rationale for revision of course catalog listing: Remove length of time from catalog listing to allow slight modification, should the need arise.
- 6. Revise course credit hours:**
  - 6.1 Current course credit hours: 6
  - 6.2 Proposed course credit hours: 4
  - 6.3 Rationale for revision of course credit hours: Reduction in number of weeks of clinical education during this introductory clinical education experience.
- 7. Proposed term for implementation: Summer 2013**



**8. Dates of prior committee approvals:**

Allied Health Department/Division: 08/16/2012

CHHS Graduate Curriculum Committee 08/27/12

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

Provost \_\_\_\_\_

**Attachment: Course Inventory Form**

**College of Health and Human Services  
Department of Allied Health  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Harvey Wallmann

Program Director, Doctor of Physical Therapy Program  
harvey.wallmann@wku.edu 745-4070

**1. Identification of course:**

- 1.1 Current course prefix and number: DPT 753
- 1.2 Course title: Supervised Clinical Education III
- 1.3 Credit hours: 6

**2. Revise course title: N/A**

- 2.1 Current course title:
- 2.2 Proposed course title:
- 2.3 Proposed abbreviated title:
- 2.4 Rationale for revision of course title:

**3. Revise course number: N/A**

- 3.1 Current course number:
- 3.2 Proposed course number:
- 3.3 Rationale for revision of course number:

**4. Revise course prerequisites/corequisites/special requirements: N/A**

- 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
- 4.2 Proposed prerequisites/corequisites/special requirements:
- 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
- 4.4 Effect on completion of major/minor sequence:

**5. Revise course catalog listing:**

- 5.1 Current course catalog listing:  
The third full-time clinical education experience (8 weeks) provides students opportunities for refinement of their professional behaviors and examination skills, and development of intervention techniques.
- 5.2 Proposed course catalog listing:  
The third full-time clinical education experience provides students opportunities for refinement of their professional behaviors and examination skills, and development of intervention techniques. Students are responsible for transportation to and from off-campus experiences.
- 5.3 Rationale for revision of course catalog listing: Remove length of time from catalog listing to allow slight modification, should the need arise.

**6. Revise course credit hours:**

- 6.1 Current course credit hours: 6
- 6.2 Proposed course credit hours: 7
- 6.3 Rationale for revision of course credit hours: Increase in the number of weeks of clinical education experience.

**7. Proposed term for implementation: Summer 2013**

**8. Dates of prior committee approvals:**

Allied Health Department/Division: 08/16/2012

CHHS Graduate Curriculum Committee 08/27/12

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

Provost \_\_\_\_\_

**Attachment: Course Inventory Form**

**College of Health and Human Services  
Department of Allied Health  
Proposal to Make Multiple Revisions to a Course  
(Action Item)**

Contact Person: Harvey Wallmann

Program Director, Doctor of Physical Therapy Program  
harvey.wallmann@wku.edu 745-4070

- 1. Identification of course:**
  - 1.1 Current course prefix and number: DPT 754
  - 1.2 Course title: Supervised Clinical Education IV
  - 1.3 Credit hours: 4
- 2. Revise course title: N/A**
  - 2.1 Current course title:
  - 2.2 Proposed course title:
  - 2.3 Proposed abbreviated title:
  - 2.4 Rationale for revision of course title:
- 3. Revise course number: N/A**
  - 3.1 Current course number:
  - 3.2 Proposed course number:
  - 3.3 Rationale for revision of course number:
- 4. Revise course prerequisites/corequisites/special requirements: N/A**
  - 4.1 Current prerequisites/corequisites/special requirements: (indicate which)
  - 4.2 Proposed prerequisites/corequisites/special requirements:
  - 4.3 Rationale for revision of course prerequisites/corequisites/special requirements:
  - 4.4 Effect on completion of major/minor sequence:
- 5. Revise course catalog listing:**
  - 5.1 Current course catalog listing:  
The fourth full-time clinical education experience (6 weeks) provides students the opportunity to further develop skills toward becoming an autonomous physical therapist.
  - 5.2 Proposed course catalog listing:  
The fourth full-time clinical education experience provides students the opportunity to further develop skills and display clinical competence as an autonomous physical therapist. Students are responsible for transportation to and from off-campus experiences.
  - 5.3 Rationale for revision of course catalog listing: Remove length of time from catalog listing to allow slight modification, should the need arise. Additionally, as the final clinical education experience, students will have the opportunity to further develop skills and display clinical competence as an autonomous physical therapist.
- 6. Revise course credit hours:**
  - 6.1 Current course credit hours: 4
  - 6.2 Proposed course credit hours: 9
  - 6.3 Rationale for revision of course credit hours: Increase in the number of weeks of clinical education experience.
- 7. Proposed term for implementation: Summer 2013**

**8. Dates of prior committee approvals:**

Allied Health Department/Division: 08/16/2012

CHHS Graduate Curriculum Committee 08/27/12

Graduate Council \_\_\_\_\_

University Senate \_\_\_\_\_

Provost \_\_\_\_\_

**Attachment: Course Inventory Form**

**College of Health and Human Services  
Department of Allied Health  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Harvey Wallmann

Program Director, Doctor of Physical Therapy Program  
harvey.wallmann@wku.edu 745-4070

**1. Identification of program:**

- 1.1 Current program reference number: 0013
- 1.2 Current program title: Doctor of Physical Therapy
- 1.3 Credit hours: 118

**2. Identification of the proposed program changes:**

- Delete Clinical Education Course DPT 755 Supervised Clinical Education V
- Modifications and Additions to the Program Admission Requirements
  - Minor wording changes, adding Biology/Anatomy, Chemistry, Physics to begin respective prerequisite bullets
  - No Grade lower than a C accepted in prerequisite courses
  - Updating GRE score recommendations due to new GRE scoring system
  - Addition of "Technical Standard" language and requirements

**3. Detailed program description:**

Current Program	Proposed Program
<p><b>Program Admission Requirements:</b></p> <p>Admission to the program will be competitive and is limited to 30 students per class. Complete applications that are received by the application due date will be reviewed by the Admissions Committee to determine which applicants will be offered an interview. Following the completion of all interviews, the Admissions Committee will determine which applicants will be offered entry into the program. Due to the competitiveness for entry into the program and the limited spaces available, applicants that meet the minimum requirements are not ensured admission into the program.</p> <p><b>The following are requirements for admission into the Doctor of Physical Therapy Program (DPT) Program:</b></p> <ul style="list-style-type: none"> <li>1. Baccalaureate Degree: Prospective candidates must earn a baccalaureate degree from an accredited college or university prior to matriculation.</li> </ul>	<p><b>Program Admission Requirements:</b></p> <p>Admission to the program will be competitive and is limited to 30 students per class. Complete applications that are received by the application due date will be reviewed by the Admissions Committee to determine which applicants will be offered an interview. Following the completion of all interviews, the Admissions Committee will determine which applicants will be offered entry into the program. Due to the competitiveness for entry into the program and the limited spaces available, applicants that meet the minimum requirements are not ensured admission into the program.</p> <p><b>The following are requirements for admission into the Doctor of Physical Therapy Program (DPT) Program:</b></p> <ul style="list-style-type: none"> <li>1. Baccalaureate Degree: Prospective candidates must earn a baccalaureate degree from an accredited college or university prior to matriculation.</li> <li>2. Official Transcripts from all College, University, and</li> </ul>

<p>2. Official Transcripts from all College, University, and professional coursework.</p> <p>3. Prerequisite Courses: Prospective candidates must complete the following prerequisite courses:</p> <ul style="list-style-type: none"> <li>• Twelve (12) hours of laboratory and lecture-based biology (an anatomy course with laboratory or an anatomy-physiology course with lab is required).</li> </ul> <p>a. At WKU, these courses are as follows:</p> <p>i. BIO 120/121, BIO 122/123, BIO 131, BIO 231</p> <ul style="list-style-type: none"> <li>• Two semesters of laboratory and lecture-based inorganic (general) chemistry (for science majors).</li> </ul> <p>a. At WKU, these courses are as follows:</p> <p>i. CHEM 120/121, CHEM 222/223</p> <ul style="list-style-type: none"> <li>• Two semesters of laboratory and lecture-based physics (for science majors).</li> </ul> <p>a. At WKU, these courses are as follows:</p> <p>i. PHYS 231/232 and PHYS 332/233</p> <p>ii. (or PHYS 201 and PHYS 202)</p> <ul style="list-style-type: none"> <li>• Six (6) hours social/behavioral sciences (psychology, sociology, anthropology, philosophy, ethics, etcetera.).</li> <li>• One semester statistics or research methods.</li> </ul> <p>4. Grade Point Average (GPA): A minimum undergraduate GPA of 2.75 on a 4.0 scale, for both cumulative and prerequisite courses.</p> <p>5. Graduate Record Exam (GRE): Typically, a composite score of 1000 or higher on the verbal and quantitative sections of the GRE is preferred. Scoring for the new version of the General GRE test began August 2011 (criteria to follow). Either set of scores will be acceptable at this time. A score of 4 out of 6 is recommended on the Analytical Writing Section of the GRE.</p> <p>6. Doctor of Physical Therapy Program <b>additional</b> application materials:</p> <ul style="list-style-type: none"> <li>• DPT Program Application</li> <li>• Two Letters of Recommendation</li> <li>• Written Personal Statement</li> </ul> <p>7. An interview may be required</p>	<p>professional coursework.</p> <p>3. Prerequisite Courses: Prospective candidates must complete the following prerequisite courses:</p> <ul style="list-style-type: none"> <li>• <b>Biology/Anatomy:</b> Twelve (12) hours of laboratory and lecture-based biology (an anatomy course with laboratory or an anatomy-physiology course with lab is required). At WKU, these courses are as follows: BIO 120/121, BIO 122/123, BIO 131, BIO 231</li> <li>• <b>Chemistry:</b> Two semesters of laboratory and lecture-based inorganic (general) chemistry (for science majors). At WKU, these courses are as follows: CHEM 120/121, CHEM 222/223</li> <li>• <b>Physics:</b> Two semesters of laboratory and lecture-based physics (for science majors). At WKU, these courses are as follows: PHYS 231/232 and PHYS 332/233 (or PHYS 201 and PHYS 202)</li> <li>• Six (6) hours social/behavioral sciences (psychology, sociology, anthropology, philosophy, ethics, etcetera.).</li> <li>• One semester statistics or research methods.</li> <li>• <b>No grade lower than a C is acceptable in the above prerequisite courses.</b></li> </ul> <p>4. Grade Point Average (GPA): A minimum undergraduate GPA of 2.75 on a 4.0 scale, for both cumulative and prerequisite courses.</p> <p>5. <b>Graduate Record Exam (GRE): Typically, a composite score of 300 or higher (1000 or higher on the older version of the exam) on the verbal and quantitative sections of the GRE is preferred. A score of 4 out of 6 is recommended on the Analytical Writing Section.</b></p> <p>6. Doctor of Physical Therapy Program <b>supplemental</b> application materials:</p> <ul style="list-style-type: none"> <li>• DPT Program <b>Supplemental</b> Application</li> <li>• Two Letters of Recommendation</li> <li>• Written Personal Statement</li> </ul> <p>7. <b>Technical Standards: Students must enter the Program with a minimum level of ability in</b></p>
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	<p><b>specific areas termed “technical standards.” For successful admission into the Program, students must be able to meet minimum technical standards with or without reasonable accommodation as part of the Core Performance Standards as stated in the DPT Program Student Manual and Program Policies and Procedures.</b></p> <p>8. An interview may be required</p>
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<b>Current Program</b>	<b>Credit Hours</b>	<b>Proposed Program</b>	<b>Credit Hours</b>
DPT 700 Orientation to Physical Therapy	1	DPT 700 Orientation to Physical Therapy	1
DPT 702 Cultural and Rural Issues	1	DPT 702 Cultural and Rural Issues	1
DPT 705 Topics in Physical Therapy	1	DPT 705 Topics in Physical Therapy	1
DPT 711 Principles of Physical Assessment I	1	DPT 711 Principles of Physical Assessment I	1
DPT 712 Principles of Physical Assessment II	2	DPT 712 Principles of Physical Assessment II	2
DPT 713 Principles of Physical Assessment III	2	DPT 713 Principles of Physical Assessment III	2
DPT 714 Fundamentals of Therapeutic Exercise	2	DPT 714 Fundamentals of Therapeutic Exercise	2
DPT 715 Patient Care Techniques	3	DPT 715 Patient Care Techniques	3
DPT 720 Gross Human Anatomy I	2	DPT 720 Gross Human Anatomy I	2
DPT 721 Gross Human Anatomy I Lab	1	DPT 721 Gross Human Anatomy I Lab	1
DPT 722 Gross Human Anatomy II	2	DPT 722 Gross Human Anatomy II	2
DPT 723 Gross Human Anatomy II Lab	1	DPT 723 Gross Human Anatomy II Lab	1
DPT 724 Pathophysiology	4	DPT 724 Pathophysiology	4
DPT 726 Orthopaedic Foundations	3	DPT 726 Orthopaedic Foundations	3
DPT 727 Health Promotion and Wellness	2	DPT 727 Health Promotion and Wellness	2
DPT 728 Clinical Exercise Physiology	2	DPT 728 Clinical Exercise Physiology	2
DPT 729 Pharmacology in Physical Therapy	3	DPT 729 Pharmacology in Physical Therapy	3
DPT 736 Neuroanatomy	3	DPT 736 Neuroanatomy	3
DPT 737 Neurophysiology	3	DPT 737 Neurophysiology	3
DPT 738 Motor Control	2	DPT 738 Motor Control	2
DPT 740 Physical Modalities	3	DPT 740 Physical Modalities	3
DPT 742 Diagnostic Testing and Imaging	2	DPT 742 Diagnostic Testing and Imaging	2
DPT 745 Wound Care	2	DPT 745 Wound Care	2
DPT 746 Orthopaedic Assessment	4	DPT 746 Orthopaedic Assessment	4
DPT 747 Women's Health in Physical Therapy	2	DPT 747 Women's Health in Physical Therapy	2
DPT 748 Prosthetics and Orthotics	2	DPT 748 Prosthetics and Orthotics	2
<b>DPT 751 Supervised Clinical Education I</b>	<b>6</b>	<b>DPT 751 Supervised Clinical Education I</b>	<b>4</b>
DPT 752 Supervised Clinical Education II	5	DPT 752 Supervised Clinical Education II	5
<b>DPT 753 Supervised Clinical Education III</b>	<b>6</b>	<b>DPT 753 Supervised Clinical Education III</b>	<b>7</b>
<b>DPT 754 Supervised Clinical Education IV</b>	<b>4</b>	<b>DPT 754 Supervised Clinical Education IV</b>	<b>9</b>
<b>DPT 755 Supervised Clinical Education V</b>	<b>4</b>		
DPT 760 Professional Issues	2	DPT 760 Professional Issues	2
DPT 762 Physical Therapy Management and Administration	3	DPT 762 Physical Therapy Management and Administration	3
DPT 770 Orthopaedic Rehabilitation	4	DPT 770 Orthopaedic Rehabilitation	4
DPT 771 Neurological Rehabilitation	4	DPT 771 Neurological Rehabilitation	4
DPT 772 Cardiopulmonary Rehabilitation	2	DPT 772 Cardiopulmonary Rehabilitation	2
DPT 774 Spine Assessment and Intervention	3	DPT 774 Spine Assessment and Intervention	3
DPT 775 Differential Diagnosis	4	DPT 775 Differential Diagnosis	4
DPT 779 Physical Therapy across the Lifespan	3	DPT 779 Physical Therapy across the Lifespan	3
DPT 781 Research in Physical Therapy I	3	DPT 781 Research in Physical Therapy I	3
DPT 782 Research in Physical Therapy II	3	DPT 782 Research in Physical Therapy II	3
DPT 783 Research in Physical Therapy III	3	DPT 783 Research in Physical Therapy III	3
DPT 784 Research in Physical Therapy IV	1	DPT 784 Research in Physical Therapy IV	1
DPT 785 Research in Physical Therapy V	1	DPT 785 Research in Physical Therapy V	1
DPT 790 Physical Therapy Seminar	1	DPT 790 Physical Therapy Seminar	1
Total Hours	118		118

#### 4. Rationale for the proposed program change:

##### Clinical Education

The rationale for changing the Clinical Education curriculum centers on various comments made from area clinical educators. The first clinical education change was to shorten the initial clinical experience from 8 weeks to 6 weeks. Six weeks of clinical experience will allow the students to engage in clinical learning experiences and begin developing clinical competence in patient assessment and mobility skills. The addition of 2 weeks of classroom instruction to the Rehabilitation courses will also benefit students. When meeting and visiting with future clinical educators, they reported a preference of longer clinical rotations for students nearing the completion of their DPT degree. For this reason, 2 weeks of additional clinical time were added to the third clinical education experience, making DPT 753 ten weeks in length. It was also determined that a single clinical rotation course in the final semester would better serve the program curriculum and be easier to manage for the clinical coordinator than two separate clinical courses in the same semester; thus, DPT 755 is being deleted.

### **Admissions Requirements**

Slight editing was done to clarify and rectify the previous omission of critical Technical Standard information as it pertains to the Admission Requirements for the DPT Program. Physical Therapy is an intellectually, physically, and psychologically demanding profession. Based on similar programs at accredited institutions across the state and nation, the program's Technical Standards describe those intellectual, physical, communication, and behavioral skills required of physical therapists to practice in a safe and effective manner. For successful admission into the DPT Program, students must be able to possess or demonstrate minimum technical abilities in these areas, with or without reasonable accommodation. Please refer to the DPT Program Student Manual and Program Policies and Procedures for additional details regarding Technical Standards.

**5. Proposed term for implementation and special provisions:** Summer 2013

**6. Dates of prior committee approvals:**

Allied Health Department/Division:	<u>08-16-2012</u>
CHHS Graduate Curriculum Committee	<u>08/27/12</u>
Graduate Council	_____
University Senate	_____
Provost	_____

Proposal Date: August 22, 2012

**College of Health and Human Services  
School of Nursing  
Proposal to Revise A Program  
(Action Item)**

Contact Person: Eve Main, eve.main@wku.edu, 5-3489

**1. Identification of program:**

- 1.1 Current program reference number: 0011
- 1.2 Current program title: Doctor of Nursing Practice
- 1.3 Credit hours: 76 hours (BSN-DNP option) 36 hours (Post-MSN option)

**2. Identification of the proposed program changes:**

- Family Nurse Practitioner (FNP) designated as the specialization for the BSN-DNP option
- The catalog description amended to reflect these changes.

**3. Detailed program description:**

Current	Proposed Changes
	<b>Add Family Nurse Practitioner as the specialization for the BSN to DNP option.</b>
The WKU DNP program is a practice focused degree preparing advanced practice nurses to assume leadership roles in Healthcare. The curriculum is based upon a strong scientific foundation for practice and is designed to emphasize evidence-based practice, leadership, health policy development, and organizational analysis and change. A Post-MSN option for nurse practitioners or nurse administrators and a BSN to DNP option for students seeking a Family Nurse Practitioner concentration is available. WKU FNP students are eligible to sit for national certification as Family Nurse Practitioners (FNP). All students complete a practice immersion experience and culminating DNP Project with a patient population or in a Healthcare system that demonstrates application of advanced clinical and evidence based practice. It will serve as a foundation for future scholarly practice.	The WKU Doctorate of Nursing Practice (DNP) program is a practice focused degree preparing advanced practice nurses to assume leadership roles in healthcare. The curriculum, based on a scientific foundation for advanced practice is designed to emphasize evidence-based practice, leadership, health policy development, and organizational analysis and change. The Post-MSN and the BSN to DNP options are available. Students completing the BSN-DNP option have a Family Nurse Practitioner (FNP) specialization and are eligible to sit for national board certification as an FNP. Both options complete a practice immersion experience and culminating DNP Project.

**4. Rationale for the proposed program change:** This change is necessary for the BSN to DNP students to be eligible to sit for the FNP board certification examination. The FNP specialization must be reflected on the student's transcript.

**5. Proposed term for implementation and special provisions:** Spring 2013

**6. Dates of prior committee approvals:**

SON Graduate Committee 8/22/2012

CHHS Graduate Curriculum Committee 08/27/12

Graduate Council

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University Senate

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Provost

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Proposal Date: 30 April 2012

**University College  
Center for Gerontology  
Proposal to Create a Temporary Course**

Contact Person: Dana Burr Bradley, Ph.D. [Dana.bradley@wku.edu](mailto:Dana.bradley@wku.edu), 5-2356

**1. Identification of proposed course:**

- 1.1 Course prefix (subject area) and number: GERO 590
- 1.2 Course title: Independent Study in Aging Studies
- 1.3 Abbreviated course title: Independent Study in Aging Studies
- 1.4 Credit hours and contact hours: 1.0
- 1.5 Type of course: I (independent study)
- 1.6 Prerequisites/corequisites:  
Permission of the instructor and the Gerontology Coordinator.
- 1.7 Course catalog listing:  
Supervised individual study and/or field-based experience in a topic or area of Gerontology of particular interest to the student.

**2. Rationale:**

- 2.1 Reason for developing the proposed course:  
This graduate course will allow a student to obtain knowledge about specific question within the field of aging from either a disciplinary or interdisciplinary vantage point. This course responds to a need to develop curriculum which supports the intellectual and professional development of the student.
- 2.2 Projected enrollment in the proposed course: Typically independent study sections have an enrollment of 1, though it is possible that up to 5 students may elect this at one time.
- 2.3 Relationship of the proposed course to courses now offered by the department:  
The Center for Gerontology does not currently offer any independent study courses in aging at the graduate level. This course will complement the core courses in the Graduate Aging Studies Certificate.
- 2.4 Relationship of the proposed course to courses offered in other departments:  
There are no other gerontological independent study courses offered by other units at Western Kentucky University.
- 2.5 Relationship of the proposed course to courses offered in other institutions:  
University of Kentucky offers an independent study course within their Graduate Gerontology curriculum.

**3. Discussion of proposed course:**

- 3.1 Course objectives:  
Upon completion of this course, students:
  - Develop topic to investigate or field experience
  - Identify major literature and theories in aging related to the focus of the topic and/or experience.
  - Identify and critically analyze major aging issues and controversies that inform the topic.
  - Identify factors in the internal & external aging environments that may affect the application or research relating to the topic and/or experience.

- Use a variety of ways (e.g., discussion, presentations, written assignments) to communicate understanding of topic and/or experience.

3.2 Content outline:

- 1) Overview of the topic or field experience and its relationship to Gerontology
- 2) Review relevant theories and research literature
- 3) Identify contemporary and emerging aging issues relevant to the topic and/or experience
- 4) Develop understanding of application of topic/experience to aging individuals
- 5) Demonstrate understanding of topic/experience through research and/or discussion.

3.2 Student expectations and requirements:

Students will be expected to complete readings, a research paper and/or a narrative journal.

3.3 Tentative texts and course materials:

Depends upon specific disciplinary focus and topic.

**4. Resources:**

4.1 Library resources:

Current resources related to gerontology are adequate.

4.2 Computer resources:

The College of Health and Human Services has adequate computer support for this course. The Division of Extended Learning and Outreach will provide distance education support.

**5. Budget implications:**

5.1 Proposed method of staffing:

There is sufficient full time faculty to teach this course.

5.2 Special equipment needed:

No special equipment is required.

5.3 Expendable materials needed:

No expendable materials are needed as this is an on-line course.

5.4 Laboratory materials needed:

No laboratory supplies are needed.

**6. Proposed term for implementation:**

Fall 2012

**7. Dates of prior committee approvals:**

Gerontology Advisory Committee:

April 30, 2012

University College

April 30, 2012

Graduate Council

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Provost

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**Attachment: Bibliography, Library Resources Form, Course Inventory Form**

### Bibliography for Independent Study in Gerontology

- Achenbaum, A. (2006) *Older Americans, Vital Communities: A Bold Vision for Societal Aging*. MD: Johns Hopkins University Press, 224 pp.
- Alliance for Aging Research. (2002) *Medical Never-Never Land: Ten Reasons Why America Is Not Ready for the Coming Age Boom*. Retrieved from <http://www.agingresearch.org/brochures/nevernever/welcome.html>
- Alliance for Aging Research (2003). *Ageism: How health care fails the elderly*. Retrieved from <http://www.agingresearch.org/brochures/ageism/index.cfm>
- Binstock, R., George, L., (2005). *Handbook of Aging and the Social Sciences*, Sixth Edition. Academic press. ISBN: 0120883880
- Birren, J., Schaie, K. W., (2005). *Handbook of the Psychology of Aging*, Sixth Edition. Academic press. ISBN: 0121012654
- Cohen, G. (2001). *The Creative Age : Awakening Human Potential in the Second Half of Life*. Harper, ISBN: 0380800713
- Guarente, L. (2002) *Ageless Quest: One Scientist's Search for Genes That Prolong Youth*. Cold Spring Harbor Laboratory Press. ISBN: 0879696524
- Kirkwood, T. (1999) *Time of Our Lives : The Science of Human Aging*. Oxford University Press, ISBN: 0195128249
- Moody, H. R. (2006). *Aging: Concepts and Controversies. Third Edition*. Thousand Oaks, CA: Pine Forge Press.
- Masoro, E., Austad, S., (2005). *Handbook of the Biology of Aging*, 6<sup>th</sup> Edition, Academic Press. ISBN: 0120883872
- Olshansky, S. J., Carnes, B. (2002). *The Quest for Immortality: Science at the Frontiers of Aging*. W. W. Norton & Company. ISBN: 0393323277
- Rowe, J., and Kahn, R. (1999). *Successful Aging*. Dell Publishing. ISBN: 0440508630
- Sheets, D., Hendricks, J. & Bradley, D. (2005). *Enduring Questions in Gerontology*. NY: Springer Publishing.
- Vaillant, G. (2003). *Aging Well: Surprising Guideposts to a Happier Life from the Landmark Harvard Study of Adult Development*. Little, Brown; ISBN: 0316090077

### **Gerontology Journals**

*Generations*, American Society on Aging

*Journal of Aging, Humanities, and the Arts*, Gerontological Society of America

*Journal of Gerontology: Biological Sciences*, Gerontological Society of America

*Journal of Gerontology: Medical Sciences*, Gerontological Society of America



*Journal of Gerontology: Psychological Sciences*, Gerontological Society of America  
*Journal of Gerontology: Social Sciences*, Gerontological Society of America  
*The Gerontologist*, Gerontological Society of American  
*Gerontology & Geriatrics Education*, Association for Gerontology in Higher Education  
*Journal of Aging and Social Policy*, Haworth Press  
*Challenges of Aging on U.S. Families: Policy and Practice Implications*, Haworth Press  
*Research on Aging*, Sage Publications  
*Ageing and Society*, British Gerontological Society  
*Journal of Applied Gerontology*, Sage Publications  
*Journal of Aging and Health*, Sage Publications